DOCUMENT RESUME

ED 262 781 IR 051 291

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TITLE Planning the Education and Training Programme for 1984-1985 against the Background of Past Experience.
INSTITUTION United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO PGI-82/WS/11; PGI/E-T-V/3
PUB DATE 8 Sep 82
NOTE 55p.; Paper presented at a Session of the Ad Hoc Committee on Education and Training Policy and Programme (5th, Paris, France, October 4-6, 1982).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Developing Nations; *Educational Planning; Foreign Countries; *Information Scientists; Information Services; Information Systems; Information Utilization; International Cooperation; International Educational Exchange; *International Organizations; International Programs; Program Descriptions; *Scientific and Technical Information
IDENTIFIERS *Resource Sharing

ABSTRACT

In preparing this paper, which was designed to serve as a basis for discussion at the fifth session of the Ad Hoc Committee on Education and Training Policy and Programme, a consultant surveyed and analyzed the activities carried out since the committee's fourth session in 1980 as well as those to be carried out during the remainder of the 1981-83 budgetary period, considered future needs, and proposed activities to be implemented in 1984-1985. The paper begins with a general review of the main principles and objectives established for the program at the previous session and then analyzes the activities financed in 1981 and 1982 in relation to objectives assigned for that period. Points from this analysis are then reviewed in relation to future objectives of the committee and the Intergovernmental Council. Among the possibilities suggested for discussion and potential future action are: greater program concentration, either geographically or in terms of actitivies; successful concentration of resources to achieve greater impact; carefully planned linkage of specific international, regional, and national activities; the inclusion of libraries and archives in the program, and possible areas in which common instruction of members of different branches of the information profession are desirable; important audiences to reach; and possible ways of lending assistance in the local production of materials. An appendix outlines activities financed during 1981 and 1982. (THC)

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UNITED NATIONS EDUCATIONAL,
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GENERAL INFORMATION PROGRAMME

AD HOC COMMITTEE ON EDUCATION AND TRAINING POLICY AND PROGRAMME

Fifth Session

4-6 October 1982, Unesco House

ED262781

Planning the Education and Training Programme for 1984-1985 against the background of past experience

Prepared by S. Parker

IR051291

(PGI-82/WS/11)

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1. INTRODUCTION

1.1 This paper has been prepared as a basis for discussion of the agenda item 'Planning the education and training programme for 1984-1985 against the background of past experience', at the fifth session of the Ad Hoc Committee on Education and Training Policy and Programme, to be held in Paris from 4 to 6 October 1982.

1.2 In preparing the paper, the consultant was required to survey and analyse the activities carried out since the Committee's fourth session in November 1980 as well as those to be carried out during the remainder of the 1981-1983 budgetary period and to concentrate on projections of needs and proposals for activities in the education and training area for implementation during the period 1984 to 1985.

1.3 A number of documents were made available to the consultant for use in preparing the paper. They included similar working papers prepared by other consultants for earlier sessions of the Committee and the final reports of those sessions; copies of the programme activity details for PGI education and training activities for 1981 and 1982 and the table, 'Activities financed during 1981 and 1982', which is reproduced as an Appendix; the Approved Programme and Budget for the General Information Programme and UNISIST for 1981-1983 (21 C/5 Approved); the Final Report of the Third Session of the Intergovernmental Council for the General Information Programme; the Draft Medium-Term Plan (1984-1989), first part; and a draft of that section of the Plan concerned with the proposed major programme, 'Information systems and access to knowledge', which embraces the activities of PGI.

1.4 These documents were of considerable assistance in the preparation of this paper, but do not provide sufficient information on such matters as the numbers of participants in courses, workshops and seminars and their countries of origin, or the numbers of copies of publications produced and distributed in various parts of the world, to enable a fully detailed analysis of the extent and impact of the programmes to be made.

1.5 The approach adopted here has therefore been rather broader, namely, to begin with a general review of the main principles and objectives established for the programme at the previous sessions of the Committee and by the Intergovernmental Council for the General Information Programme and then to proceed to an analysis of the activities financed in 1981 and 1982 in relation to the specific objectives laid down for that period in the 21 C/5 Approved. The points which emerge from this analysis are then reviewed in relation to the objectives of the Draft Medium-Term Plan and in the light of the recommendations of the Committee and the Intergovernmental Council as to the content of the Plan, in an attempt to identify key issues for consideration at the fifth session of the Ad Hoc Committee.

1.6 A feature of some of the working papers produced for previous sessions of the Committee has been their detailed analysis of the basic principles and objectives on which the education and training activities of PGI are based. This approach has produced a series of valuable complementary analyses of these fundamental questions, but it is felt now that the stated requirement of concentrating on projections of needs and proposals for future action should be the main theme of this paper. It is not thought necessary to raise again fundamental issues of principle, which may by now, perhaps, be taken as agreed and need only be reviewed here as a reminder of the position.

2. REVIEW OF PRINCIPLES AND OBJECTIVES

2.1 Background

The Committee came into existence before the creation of the General Information Programme as the UNISIST Ad Hoc Committee on Education and Training Policy and Programme. The deliberations of its first two meetings, and the

recommendations which arose from them, were therefore particularly concerned with education and training in the field of scientific and technological information. With due allowance made for that fact, these earlier recommendations may, for the most part, be taken as being equally applicable in the wider context of the General Information Programme and will be regarded as such in the following paragraphs.

2.2 Objectives

At its first session, in 1975, the Committee accepted the general principle that the long-term aim should be to build up, in each country or in small homogeneous regions, the facilities needed for professional education and training in information work. It felt that a high proportion of available resources should be devoted to this purpose and stressed that the broad objective should be to enable developing countries to play an effective part in the development, interconnection and use of modern information systems and networks.

2.3 Strategy

The Committee approved the strategy of experimenting with different approaches, evaluating the results and gradually concentrating on the most effective forms of activity; and its constant concern since that first meeting has been to devise criteria for the assessment of priorities and to ensure that they continue to be valid as circumstances change.

2.4 Criteria

2.4.1 The working paper prepared by Professor Vickery for the third session of the Committee in 1978 devoted considerable attention to this question and identified several basic criteria for project support which, in essence, required that approved projects should:

(1) contribute, directly or indirectly, to the long-term aim of building up indigenous education and training facilities in individual countries or small homogeneous regions;

(2) be expected to produce a multiplier effect through careful selection of:

(a) location

- where there has been recent spontaneous development in the information field, where a proven need for the project exists and where there are competent local institutions to provide support;

(b) target audience

- giving priority to teachers of information subjects, information managers and top management outside the information professions, in that order;

(c) type of activity

- including the supply of equipment, provision of teaching materials, in-service training, short courses, study abroad and consultancy services;

(d) subject content

- relevant to real local needs.

2.4.2 The Committee recommended that evaluation criteria should be established along the lines suggested by Professor Vickery and confirmed, at its fourth session in 1980, that it still considered them to be valid. At the same time, it proposed that the main criterion for priority under the Medium-Term Plan should be the actual or potential contribution of any particular activity to socio-economic development.

2.5 Regional development

Considerable importance has been attached to the development of regional education and training facilities, although the Committee at its fourth session noted that regional training institutions might often best be developed from well-established national institutions rather than created from scratch. This same session proposed that the Medium-Term Plan should give high priority to the development of regional education and training institutions and this was reiterated by the Intergovernmental Council at its third session in 1981.

2.6 International links

Co-operation beyond the regional level has been proposed in the form of links between training institutions in developed countries and their counterparts in developing countries. The importance of such links has been reiterated by the Committee at each of its previous sessions and it proposed at its fourth session that the Medium-Term Plan should encourage and facilitate them.

2.7 Levels of education and training

A considerable amount of attention has been devoted to identifying the levels of education and training with which the programme should be concerned, which in turn is closely linked with the question of identifying the target audience for its activities. The first session of the Committee proposed that first priority should be given to professional level training and that training at the technician or subprofessional level should not be given high priority. Professor Vickery's paper for the third session of the Committee noted that the Intergovernmental Council, at its first session in 1977, had emphasized the need for more permanent training of technicians, but the Committee confirmed the view expressed at its first meeting that professional level training should have first priority. At its fourth meeting, however, it proposed that the education and training of subprofessional staff should be considered, under the Medium-Term Plan, as possibly meriting greater emphasis than in the past.

2.8 Target groups: teachers

Teachers of information subjects have been accorded high priority as a target group at all meetings of the Committee. At its first session, it confirmed the wisdom of concentrating on projects for teachers and managers and proposed that resources should be focused, inter alia, on the supply of teachers to the developing countries. The second session confirmed that the main thrust should be at teachers and at designers/managers of systems and services. Although the third session noted the dangers of too strong an emphasis on teachers, it reached general agreement that teachers should be first in order of priority, followed by managers, operational personnel and users. At its fourth session, the Committee confirmed that it continued to regard teachers as a highly important target group and suggested that they should be treated as such under the Medium-Term Plan. It was considered important to train those who were competent to deal with the applications of information technology; teaching teachers how to teach, was felt to be primarily the concern of specialized teacher-training institutions. The need for the training of trainers was emphasized by the Intergovernmental Council at its third session in 1981.

2.9 Target groups: managers and decision-makers

Managers of information facilities of various kinds are also seen as an important target group, second only in importance to teachers. In establishing these priorities at its third session, as noted above, the Committee also drew attention to the importance of top management, high-level decision-makers and administrators outside the information professions as a category 'of a totally different order which was generally agreed to merit very high priority indeed'. It noted that the need in this case was to sensitize decision-makers to the importance of information in national development, and suggested that this would best be achieved through the general educational process from the primary level upwards. The fourth session of the Committee expressed doubts as to the feasibility of formal training for this group, but not about the importance of sensitizing them. The need to include an information component in general management courses was noted and it was proposed that the Medium-Term Plan should aim to ensure that perceptions of the importance of information were improved from early schooling onwards. The Intergovernmental Council lent support to this view at its third session when it recommended that the Plan provide for the introduction of training courses in primary and secondary education.

2.10 Target groups: users

The education of information users was felt by the first session of the Committee to fall outside its own area of expertise, though it deserved close attention. The third session, as noted above, identified users in general as its fourth priority target group, whilst assigning very high priority to decision-makers and top management. The same session also drew attention to the problems of meeting the information needs of grass-roots level users such as small farmers and those engaged in small-scale industrial production and suggested that the possibilities and problems of giving information education to extension services personnel should be studied. At its fourth session, however, the Committee expressed doubts about the feasibility of making a direct and significant contribution to the preparation of teachers for specialists at this level. The Intergovernmental Council, at its third session in 1981, felt that there was a need to intensify and improve the training of users and to produce more user-oriented information packages. It proposed that, under the Medium-Term Plan, the under-utilization of information should be seriously studied.

2.11 Objectives for training activities

With regard to the actual provision of training opportunities within or under the auspices of the programme, the first session of the Committee noted the importance of defining precise objectives and seeking the multiplier effect. The fourth session noted the need to support courses and other activities which would help to develop the concept of a total national information system and policy.

2.12 Types of training

The first session saw value, but not urgency, in short courses on specific topics designed to meet clear needs. It felt that practical training through workshops was useful and preferable to courses and seminars. The third session noted the large proportion of expenditure that had been devoted to short courses, seminars, etc., and questioned whether this might not lead to fragmentation of effort. At its fourth session, however, the Committee felt that it was desirable to continue courses of the 'Sheffield type' and duplicate them in other languages; it also proposed that the Medium-Term Plan give high priority to refresher courses. This last point was endorsed by the Intergovernmental Council at its third session. One of the areas on which the first session of the Committee felt that resources should be focused was in-service training. The third session also considered this to be of great importance and deserving of all possible support.

2.13 Course content

There appears to have been relatively little general discussion of course content, although detailed evaluations of specific courses or groups of courses have been submitted to previous sessions of the Committee and discussed at length. The first session proposed that courses should be confined to new subjects or to more detailed aspects of subjects previously treated. A need for more courses on indexing techniques, the handling of numerical data and standards, teaching techniques, liaison and extension services and the analysis of non-numerical information were noted by the second session, whilst the third felt that courses on archives were of high priority. The fourth session suggested that the Medium-Term Plan should ensure that courses were oriented towards new technology and the Intergovernmental Council, at its third session, not only endorsed this general view but also proposed the establishment of a standing international seminar on advanced information work to offer on a regular basis training activities for developing countries which had proved useful and successful.

2.14 Supply of teaching materials

A key area of activity has been identified as the supply of teaching materials in information subjects. The first session of the Ad Hoc Committee felt that resources should be focussed here and that an immediate function of the programme should be the collection and dissemination of information about existing materials. Background papers reporting on studies of this question were submitted to the third and fourth sessions and the latter noted that serious deficiencies existed, particularly in languages other than English, and suggested that a list of items suitable for translation should be drawn up. It expressed doubts as to the feasibility of producing a core list of basic readings in information studies, but on balance favoured the idea. It proposed that, under the Medium-Term Plan, a strong drive should be made to produce materials, especially in languages in which they are in short supply, and that provision should be made for an increase in the number of teaching packages produced for developing countries.

2.15 Curriculum development

Linked to the provision of teaching materials is the development of curricula in information studies. The first session of the Committee felt that this was another area where resources should be focussed. The second session considered draft outlines on curriculum development and raised the question of making consultancies in this field more effective. The fourth session commended the use of outside specialists, both to offer courses and to provide general professional stimulus.

2.16 Integration and harmonisation

The importance of an integrated approach to curriculum development and teaching in the three main disciplines of librarianship, information science and archives studies, particularly through the establishment of common teaching institutions, has been repeatedly stressed, although the difficulties of establishing a common core curriculum for all three fields have also been recognised. The harmonisation of curricula in each of the main fields among different teaching institutions is regarded as an aspect of the wider field of co-operation among schools which should be encouraged, whilst the harmonisation of technical assistance and fellowship programmes in the information field has also been regarded as an important objective.

2.17 Manpower development

The design of curricula is an aspect of the planning of educational institutions and programmes which in turn must be based on accurate manpower surveys of the need for trained information workers. This was noted at the first session of the Committee, which recognised the importance of manpower planning and the need for guidelines on the subject. The second session noted that a national policy for education and training should incorporate a manpower development policy based on surveys and called for guidelines on manpower forecasting. The fourth session went still further by proposing that the Medium-Term Plan should make provisions for studies of manpower and task analysis in the library, information and archives fields, in order to identify and differentiate between performance requirements.

2.18 Information on education and training

A problem identified at the first session of the Committee and raised at each subsequent session has been that of the supply of information and data on education and training activities - including sources of finance and fellowships - in the information field. The need for such information was described as an 'urgent, short-term need' at the first session and as of the highest importance at the third. Background papers and progress reports on various aspects of the subject have been submitted to all previous sessions of the Committee. The main ongoing activities in this field are the Newsletter on Education and Training for Information Personnel, the International Clearinghouse on Education and Training Materials and the Register of Education and Training Programmes in Librarianship, Information Science and Archives.

2.19 Evaluation

Evaluation was defined by the first session of the Committee as one of the basic elements of the overall strategy. The second session confirmed that uniform, high quality evaluation was desirable and the third, as noted above, approved specific criteria for the evaluation of both project proposals and the impact of projects. Detailed evaluations of selected activities, particularly courses, have been submitted to previous sessions of the Committee and the fourth session recommended that these should be made available to those involved in preparing other courses. This session also proposed that the Medium-Term Plan should provide for the conduct of case-studies of both successful and unsuccessful activities on a systematic basis.

2.20 Conclusion

The foregoing review has not attempted to analyse in detail all the previous discussions and recommendations of the Ad Hoc Committee, but to identify the main features of the programme upon which agreement appears to have been reached. In summary, the long range goal of the programme should be the creation and development of indigenous education and training facilities in individual countries or small regions, particularly in the developing world. Attention and resources should be concentrated on activities likely to produce the greatest multiplier effect, giving priority to the training of teachers and information managers and the development of regional institutions. The supply of suitable teaching materials and the provision of advice and assistance in curriculum development and manpower planning are important in attaining the overall objective, as are the provision of training opportunities through a variety of courses, seminars and workshops and the supply of fellowships. The programme in general should aim at an integrated approach to library, information and archives training and the harmonisation of curricula and technical assistance programmes.

3. ASSESSMENT OF CURRENT ACTIVITIES

3.1 Introduction

3.1.1 This paper is intended to provide a basis for the planning of future activities. The object of this section is therefore to analyze the activities financed in 1981 and 1982 in the light of the foregoing review of the main principles and objectives of the programme.

3.1.2 This analysis is based on the list given in the Appendix which records education and training activities undertaken during 1981 and 1982 with financing from Unesco's Regular Budget. There are obvious limitations to this approach. The impact of a particular activity is not necessarily related to its cost. Additional education and training activities financed from other sources may not appear on the list. These include projects financed from external sources like UNDP as well as from Unesco's Participation Programme, a fruitful source for the financing of numerous individual fellowships which do not form part of the Organization's 'planned programme'.

3.1.3 Regular Budget allocations to Theme 05 Promotion of the Training and Education of Information Specialists and Users of Objective 10.1, Information Systems and Services, in the 1981-1983 budgetary period totalled US $ 1,400,800. The activities recorded in the Appendix are analyzed in accordance with the five Actions used as the basis for the arrangement of the list.

3.1.4 It is important to recall, when assessing the activities undertaken in relation to the basic principles and objectives outlined in section 2 above that the Programme and Budget for 1981-1983 (21 C/5) had been prepared some months before the fourth session of the Ad Hoc Committee. Recommendations made at that session have been incorporated to as large an extent as possible in successive detailed annual plans but can only fully be taken into account in preparing the Draft Programme and Budget for 1984-1985, along with those of the fifth session to which this paper is submitted.

3.2 Planning and harmonisation

3.2.1 Principles and objectives

The planning and harmonisation of curricula, of technical assistance and fellowship programmes and of education and training activities in general have been identified as important objectives since the first meeting of the Ad Hoc Committee. The collection and dissemination of data on education and training activities, which also falls under this Action, has also been considered essential from the beginning and was described as being of the highest importance at the third session of the Ad Hoc Committee.

3.2.2 Activities

3.2.2.1 Ad Hoc Committee on Education and Training Policy and Programme

Actions proposed:	One meeting of the Ad Hoc Committee during the triennium
Actions undertaken:	The meeting proposed is the one to which this paper is submitted.
Comment:	Implementation according to plan.

3.2.2.2 Data collection and dissemination

Actions proposed: Continue work on the collecting and disseminating of data on training activities, particularly by circulation of a handbook in five languages and giving special attention to information on fellowship opportunities.

Actions undertaken: The Newsletter on Education and Training continues to be supported and a Register of Education and Training Programmes is to be published in three languages late in 1982.

Comment: The proposed handbook is, in fact, the Register, which is being issued in trilingual form rather than in five separate language editions to speed up its issue and permit preparation of an updated version in 1983 with funding foreseen.

3.2.2.3 Harmonisation

Actions proposed: Continue work on the harmonisation of training programmes and provide support, through studies and courses, for the harmonised development of teaching programmes, methodologies and curricula in various regions.

Actions undertaken: Meeting of Planning Committee for International Symposium on Harmonisation of Training Programmes.

Comment: None of the proposed studies or courses appears to have been organised. The proposed Symposium is to take place in 1983 and will presumably make a major contribution to the general work on harmonisation and absorb a substantial proportion of the unspent budget allocation for this Action.

3.2.2.4 Manpower development

Actions proposed: None (but see 3.3.2.1)

Actions undertaken: Latin American Symposium of Specialists in Training and Planning for the Development of Human Resources: Guidelines for Latin American Surveys on Manpower Needs and Development.

Comment: The 21 C/5 makes no reference to manpower studies under this Action. The Latin American Symposium was concerned, to a limited extent, with the planning of education and training programmes and to an even more limited extent with the harmonisation of curricula.

3.3 National and regional training programmes

3.3.1 Principles and objectives

The first criterion for projects support approved by the Ad Hoc Committee is that of contributing to the long-term aim of building up indigenous education and training facilities in individual countries or small homogeneous regions. The development of regional facilities, in particular, has been accorded considerable importance. This Action therefore reflects the basic and most important objectives of the entire education and training programme.

3.3.2 Activities

3.3.2.1 Planning and development of national and regional training programmes

Actions proposed: Arrange for studies to be carried out on manpower requirements in Member States; provide consultants to advise on:
- planning national and regional programmes
- preparation of requests for UNDP assistance
- evaluation and revision of courses, etc.
- teaching in special fields;

devise procedures to ensure intensive development of certain regional institutions.

Actions undertaken: Assistance to regional institutions in the Philippines, Senegal, India, Ghana and Jamaica through staff development activities and consultant services and a regional seminar in Mozambique represents nearly half the total allocation for this sub-theme and about sixty percent of the total spent or committed to date. Consultant services to national programmes or institutions accounted for more than one-third of the total spent or committed to date.

Comment: The average annual allocation for this Action was increased by more than one-third between the 1979-1980 and 1981-1983 budgets. Although this appears to reflect a growing recognition of its importance in line with the basic principles and objectives already identified, the proportion of the total education and training budget accounted for by this Action actually fell from 12.6 per cent in 1979-1978 to 11.9 per cent in 1981-1983. The proposed activities seem, in general, to be proceeding as planned.

3.4 Preparation of teaching materials

3.4.1 Principles and objectives

This has been repeatedly identified by the Ad Hoc Committee as a key area of activity upon which resources should be focussed.

3.4.2 Activities

3.4.2.1 Preparation of teaching materials

Actions proposed: Give support to groups and institutions for translating or adapting existing teaching materials in other languages and for preparing manuals and teaching packages in special subjects; establish working groups to develop materials; identify manuscripts or needs for materials which might be financed by other bodies.

Actions undertaken: No translations or adaptations of the kind described appear to have been produced. Two manuals, two guidelines (one relating to a model curriculum in archives), one study, two guides to sources and one teaching package have been produced or started. A draft guide to building up a basic collection for schools of library and information science in developing countries is to be discussed at the fifth session of the Ad Hoc Committee. None of the proposed working groups appears to have been established and no specific manuscripts or needs appear to have been identified.

Comment: The average annual allocation for this Action was increased by more than 140 per cent between the 1979-1980 and 1981-1983 budgets, whilst its share of the total education and training budget almost doubled. The importance attached to this activity by earlier sessions of the Committee thus appears to have been well reflected in the budget, but it is difficult to assess its impact without more information on how many copies of the various materials have been produced in various languages and distributed in different parts of the world. The high cost of producing such materials necessarily limits the number of different items which can be published and it would appear that the impact of this activity must, in this respect, be limited.

3.5 International and regional training for information personnel

3.5.1 Principles and objectives

The Committee has generally regarded teachers of information studies as the highest priority target group for training, followed by managers of information systems and operational personnel. This order of priority necessarily implies priority for professional level training, but the need for more serious consideration to be given to sub-professional or technician training has recently been acknowledged. The importance of practical training, through workshops rather than seminars and courses, and the need for inservice training and refresher courses, have also been recognised.

3.5.2 Activities

3.5.2.1 Training of teachers and trainers of information personnel

Actions proposed: Organise international and regional training courses for teachers; provide support to enable future teachers to attend advanced courses on teaching methods and modern information techniques; provide consultants

to organise intensive seminars on teaching methods and materials and course development for teaching staff in existing schools.

Actions undertaken: Two international seminars, two regional seminars, a regional workshop, an education and training seminar and five fellowships were specifically directed at teachers.

Comment: Whilst many teachers undoubtedly participate in training activities aimed at other types of information personnel, activities specifically directed at teachers account for only a small proportion of the total allocated and the total spent or committed in respect of this Action. If each seminar or workshop was attended, on average, by 25 teachers, a total of 150 teachers may have so far received special teacher-oriented training under this Action during the period under review.

3.5.2.2 Training of information managers and operational personnel

Actions proposed: Organise between 20 and 30 courses and seminars for training information personnel other than teachers, particularly managers and high-level specialists. Evaluate the impact of the activities when they take place and one or more years afterwards.

Actions undertaken: About 30 courses, seminars and workshops were organised in various locations and for various types of specialists in different fields. Only one course was specifically aimed at information managers. Support was also given to CDS/ISIS training activities. No reference is made in the Appendix to any evaluations being carried out as a separate activity. However, the Secretariat says that activities regularly receive an evaluation.

Comment: If it is assumed that, as in the case of teachers, each of these courses or seminars was attended by an average of 25 participants, a total of 750 information specialists (including an unknown number of teachers) may have so far received training under this Action during the period under review. The average annual allocation of this Action was increased by 11.5 per cent between the 1979-1980 and 1981-1983 budgets, whilst its share of the total education and training budget fell from 61 per cent to a little over 57 per cent. It still accounts for more than three times as much as any of the other Actions under Theme 05.

3.6 Promotion of user education

3.6.1 Principles and objectives

The Committee appears to have experienced some doubts as to how best to approach the education and training of information users in general and of grass-roots users in particular, but has assigned high priority to the promotion of information awareness among top-level decision-makers without attributing primary responsibility for that task to the education and training theme.

3.6.2 Activities

3.6.2.1 Promotion of user education

Actions proposed: Encourage and support studies to evaluate users' requirements and specialised training programmes, particularly for practising scientists and technologists. Promote the introduction of systematic teaching of the use of information resources in educational curricula, particularly in universities and technical institutions. Make a special effort to make high-level decision-makers aware of the importance of information. Undertake a study on the problem of developing a methodology for training information specialists to communicate information to grass-roots level users. Study the opportunities and problems involved in providing extension service personnel with information training.

Actions undertaken: A regional seminar on information user orientation is being organised in the Philippines. Contributions were made to the 6th Inter-American Meeting of Agricultural Librarians and Documentalists concerned with problems of using agricultural documentation; and to the preparation of user training materials for the WHO Programme on Exchange and Transfer of Information (POETRI). The UNISIST guide to the education and training of users of scientific and technical information was reprinted.

Comment: The average annual allocation for this Action was more than doubled between the 1979-1980 and 1981-1983 budgets. The proportion of the total education and training budget allocated to this Action was increased by about two-thirds, from 4.4 per cent to 7.0 per cent. It is not easy to relate the actions undertaken to the actions proposed. This may, perhaps, reflect a continued uncertainty as to how best to approach this problem.

3.7 Conclusion

3.7.1 The main concerns arising from the foregoing analysis are those of the relevance of some of the activities to the basic principles and objectives outlined in section 2 and of the extent to which the relative importance assigned to these principles and objectives is accurately reflected. The shifts of emphasis between the 1979-1980 and 1981-1983 budgets in this latter respect reflect, in the main, the priorities proposed by earlier sessions of the Committee; the fifth session may wish to consider whether further changes in the same directions should be made in the future, bearing in mind that there has not yet been an opportunity to the recommendations of its fourth session to be reflected in the budget. With these important considerations in mind, it may be noted that a high proportion of the budget continues to be allocated to short courses, seminars and similar activities, only a relatively small proportion of which have been directed specifically towards teachers, whose training is a

vital element in the attainment of the long-term aim of establishing indigenous education and training facilities in each country or region.

3.7.2 It should be kept in mind that the activities described under the Actions *relating to national and regional training programmes* and the preparation of teaching materials might also be considered to directly reflect this long-term aim.

3.7.3 The education and training of information users continues to be approached in a somewhat diffident manner, as evidenced by the small proportion of the budget allocated to this Action. The recognition of a need for increased activity is indicated by the stress to be given to this problem at the fifth session.

3.7.4 Analysis of the distribution of activity on a geographical basis shows a strong emphasis, as might be expected, on activities at the international level. The distribution of activity among the various regions seems very uneven.

3.7.5 The dominant discipline or field of activity has been information science, although many of the activities which might be classified under this heading may also have been of interest to archivists, librarians and documentalists. Activities of a general character, relevant to the information disciplines, were also important. Activities in the specific fields of archives and librarianship, accounted for a substantially smaller proportion of the budget than those in the field of information science.

3.7.6 In considering the implications of this analysis for the planning of future activities, it will be necessary to establish whether any major shifts of emphasis are to be expected under the Medium-Term Plan. The following section begins with a review of the main provisions of the Draft Plan as the necessary preliminary to the identification of key issues or questions on the future programme on education and training for consideration by the fifth session of the Ad Hoc Committee.

4. POSSIBILITIES FOR FUTURE ACTION

4.1 Introduction

This section outlines the main provisions of the Draft Medium-Term Plan (1984-1989) with regard to information in general and to the education and training of information specialists and users in particular, assesses these briefly in relation to the proposals as to the content of the Plan made by the fourth session of the Ad Hoc Committee and the third session of the Intergovernmental Council, and attempts to identify issues with regard to future development which may be discussed by the Ad Hoc Committee and used as the basis for formulating a plan of action for 1984-1985.

4.2 Draft Medium-Term Plan (1984-1989)

4.2.1 The Draft Medium-Term Plan is prefaced by a review of current world problems which draws attention to the continued existence of economic, social and political inequalities within and between nations, on the one hand, and their growing independence and mutual awareness on the other. It is proposed that the main thrust of the Plan should be to define the challenges posed by these problems and to help create the conditions in which solutions can be found.

4.2.2 The Draft Plan notes the growing importance of communication and information as means of promoting mutual understanding and awareness between peoples, but recognises also the serious problems which arise from the great disparities in the communication and information capacities of different countries. The Draft identifies two distinct groups of problems in this field; those relating to the media and involving the collection, flow and distribution of news for the general public, and those relating to the collection, flow and distribution of factual, numerical or bibliographical data for the use of specialists. The two sets of problems are seen to be interconnected; they may, in some circumstances, use the same transmission channels and communication techniques and the media can be effective means of disseminating information to specialists whilst themselves drawing on specialised information systems in formulating their own messages and programmes. Nevertheless, within the context of the Medium-Term Plan the two fields of activity, communication and information, are treated separately.

4.2.3 On the basis of its analysis of current world problems, the Medium-Term Plan identifies five essential tasks to be performed by Unesco in the years to come, which in turn provide the basis for the formulation of thirteen major programmes by means of which the tasks are to be accomplished. One of these major programmes, Communication in the service of man, is related to the task of helping to pave the way for the widest participation by individuals and groups in the life of the societies to which they belong and in that of the world community. It incorporates the continued implementation of the International Programme for the Development of Communication, which is particularly concerned with the development of news media and broadcasting and is administered within the Communications Sector of Unesco.

4.2.4 Another major programme, Information systems and accesss to knowledge, is related to the task of assisting in strengthening problem-solving capability by fostering the development and democratisation of education and the advancement of science. This major programme concerns the problems of the flow and utilisation of specialised information, particularly scientific and technical information, the obstacles to be overcome and the conditions to be created so that it may be accessible and profitable to the user, whoever he may be and wherever he lives and

engages in his activity, by means that include data banks and networks in developing regions and countries and, of course, libraries and archives. This major programme encompasses the activities of the General Information Programme, the Unesco Library, Archives and Documentation Service and the various specialised information systems of Unesco.

4.2.5 The major programme is based on an analysis of current problems which emphasises the importance of information as the key to development and the need to make full use of new information technology in managing the ever-increasing volume and complexity of information. This is particularly difficult in the developing countries, many of which cannot afford either to use internationally-available data bases or to establish their own to provide better access to local information. The proliferation of projects for establishing international, regional and sub-regional information systems and networks is noted and the need for standardisation to ensure their compatibility is emphasised.

4.2.6 The aim of the major programme is to ensure Unesco's contribution to the establishment of a world network of national and international information systems and services covering all fields of knowledge and accessible to all Member States. It is divided into three programmes, each of which in turn is divided into a number of sub-programmes, as follows:

Programme 1 Improvement of access to information: modern technologies, standardization and interconnection of information systems

Subprogrammes

Development of tools for the processing and transfer of information

Development and use of data bases through the application of modern technologies and normative tools

Exchange and flow of information; regional and international co-operation among Member States and with the organizations of the United Nations system

Programme 2 Infrastructures, policies and training required for the processing and dissemination of specialized information

Subprogrammes

National information policies and infrastructures

Training of information personnel and information users

Programme 3 Unesco information and documentation systems and services

Subprogrammes

Development of the documentation, library and archive services of Unesco

Development of the specialized information systems of Unesco

4.2.7 The needs for training which are implicit throughout the text are most explicitly stated in Programme 2. The introduction to this refers to the growing interest in tertiary information services, referral services and exchange and liaison services and the importance of promoting their development in developing countries. The importance of establishing information policies in harmony with national development policies is noted, as is the need for adequate training programmes to match the diversity of services offered to users and the growing application of information and telecommunications techniques. Training should be aimed at both information professionals and users and it is noted that the former category is both varied and ill-defined, embracing many kinds of specialists. In general, new skills are required in respect of informatics, management and means of ensuring a fruitful interaction with users. The need for both professional and subject qualifications is noted, as also are the needs for continuing professional education and the familiarisation of users with basic documentary techniques and modern methods of handling specialised information.

4.2.8 The objectives and principles of action in respect of education and training are identified as being to produce information specialists and develop national and regional potential for theoretical and practical education and training in information science, librarianship and archives. The specific objectives of the sub-programme on education and training are identified as being to contribute to:

> the elaboration of plans for theoretical and practical training in Member States and the creation of appropriate teaching materials;
>
> the organisation of basic courses and international programmes aimed particularly at teachers, managers of information services and high-level specialists;
>
> the stimulation and orientation of training for users in various disciplines.

4.2.9 The provisions of the Draft Medium-Term Plan with regard to education and training appear to reflect, though expressed in rather more general terms, most of the previous recommendations of the Ad Hoc Committee and the Intergovernmental Council as to its content.

4.2.10 It does not appear, from this analysis, that the Medium-Term Plan, if approved in its present form by the General Conference, will, of itself, call for any major changes in the range of activities to be carried out under the education and training programme. The principles and objectives of action proposed under the Plan and the specific objectives for education and training are in many respects a continuation of the basic principles and objectives of the programme as outlined in Section 2 above.

4.2.11 There are, however, some emphases in the Draft Medium-Term Plan which reinforce and enhance some of the priorities identified earlier for the education and training programme. The main thrust of the Plan as a whole is directed towards the elimination or reduction of the inequalities which exist between countries and regions at the present time, whilst the major programme on 'Information systems and access to knowledge' is itself related to the task of assisting in strengthening problem-solving capability. Both of these general aims appear to reinforce the original long-term aim of the education and training programme, that of developing indigenous facilities for education and training.

4.2.12 Another emphasis in the Draft Medium-Term Plan, particularly in that part concerned with information systems and access to knowledge, is on the importance of new technology. The fourth session of the Ad Hoc Committee and the third session of the Intergovernmental Council both recommended that the Plan should make provision for courses oriented towards new technology, but it seems possible that even greater emphasis should now be given to this aspect of the future programme. In relation to the overall emphasis on the development of indigenous capability and within the context of the education and training programme, this implies, on the one hand, that information technology should be given due emphasis in the development of indigenous facilities for education and training and, on the other, that the direct provision of training for information practitioners should emphasise the applications of information technology.

4.3 Issues for consideration

4.3.1 The suggestion has been made, on more than one occasion, that efforts should be made to achieve a greater concentration of the programme, either geographically, by concentrating attention and resources in turn on a number of countries or regions, or in terms of activity, by focussing on a limited range of activities with the greatest multiplier effect.

4.3.2 The successful concentration of resources to achieve greater impact might, perhaps, be most easily achieved by restricting the range of activities and planning them in more detail with the specific purpose, not merely of encouraging, but of actively implementing, the multiplier effect. In the light of the Medium-Term Plan, does the Committee wish to make suggestions concerning types of activities which should now receive less emphasis than in the past?

4.3.3 There may be scope for the more effective deployment of resources on a geographical basis through the carefully planned linkage of specific international, regional and national activities to obtain the greatest possible multiplier effect. Would the Committee have proposals on this point?

4.3.4 The emphasis in the Draft Medium-Term Plan is on information systems and services in the broad sense and on the problems of the flow and utilization of specialized information. The Draft Plan also refers very frequently to the inclusion of libraries and archives. The need to maintain the momentum already attained by RAMP will require further allocation of resources to education and training in the field of archives. In the context of the Draft Medium-Term Plan what are the areas where a common teaching of members of different branches of the information profession seems particularly desirable?

4.3.5 The need for teaching materials for the education and training programmes of many countries is such that their provision - even, where appropriate, their creation - is potentially an important means of providing support for the development of indigenous facilities. With the Medium-Term Plan in view, what types and forms of teaching materials can be felt to be of the highest priority? What are the most important audiences to reach? In what ways can local production of materials best be assisted?

4.3.6 It is assumed that the indirect approach to user education and training is the only one feasible, given the vast number and variety of user groups in the world and the limited resources available for this activity.

4.3.7 The successful training of information users ultimately depends upon the abilities of the information personnel who serve them and user education and training may legitimately be treated, on the one hand, as a topic to be covered in training programmes for information personnel and, on the other, as a routine aspect of the operation of any kind of information service.

4.3.8 The needs in this latter context, in particular, are likely to be so particular to the service and the user group concerned that the impact of any activity in this field at the kind of level at which PGI could be involved would necessarily be very limited.

4.3.9 It may be that the issue here is not so much that of user education as that of user motivation; and this in turn is directly linked to the problem of under-utilization of information referred to by the Intergovernmental Council at its third session.

4.3.10 If any impact at all is to be made in this area, it may be essential to focus on one or two major user groups with distinctive needs on which attention can be brought to bear. The Committee may wish to make recommendations with regard to which user groups should be accorded priority and to what degree and to what types of activity might be most effective, at the international level, in meeting the needs of the priority groups.

APPENDIX

ACTIVITIES FINANCED DURING 1981 and 1982

I. Planning and Harmonization of Activities in the Field of Education and Training for Information Personnel

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1981 1982	Newsletter on Education and Training for Information Personnel. Quarterly. Published since 1977 by FID under a Unesco contract.	FID		Broad spectrum	22,000	Steadily increasing number of requests for subscription
1981 1982	International Clearinghouse on Education and Training Materials. Established under Unesco contract at College of Library and Information Services, University of Maryland, USA.	FID		Those, particularly in developing countries responsible for curriculum and course development questions	14,000	Relatively low volume of contributions of material and less utilization than foreseen.
1981 1982	Register of Education and Training Programmes in Librarianship, Information Science and Archives. 1st trilingual edition published in 1982. 2nd revised edition planned for 1983. To supplement World Guide to Library Schools and Training Courses in Documentation and Education and Training Newsletter.			Organizers of and participants in short courses	9,200	Small response to original questionnaire. Expect increased interest after distribution of 1st edition.
2-6 Feb.81	Latin American Symposium of Specialists in Training and Planning for the Development of Human Resources in the field of Information. Main objectives: to identify and analyse major problem areas which affect the development of information manpower in the region and determine priorities for national and regional action	Confederación Universitaria Centroamericana (CSUCA)	San José, Costa Rica	Directors of important training programmes nd resource persons acquainted with the new needs.	16,000	Result: Global plan of action for development of manpower resources in Latin America

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1982	Guidelines for Latin American Surveys on Manpower Needs and Development	Probably FID/CLA		Planners; heads of systems and services; training institutions	3,000	To be issued in 1983
1982	Meeting of Planning Committee for International Symposium on Harmonization of Training Programmes in Information Science, Librarianship and Archival Studies. Preparation of working documents for Symposium to be held in 1983.		Unesco Paris		9,000	Activity to be held in 1983
4-6 Oct. 1982	5th Session of Ad Hoc Committee on Education and Training Policy and Programme		Paris		23,000	

II. Establishment and Development of National and Regional Training Programmes in the Field of Information

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1981 1982	Nine-month Post-graduate Course in Information Science for S.E. Asia, University of the Philippines. Contribution for staff development in form of fellowships.	University of the Philippines	Manila, Philippines	Information specialists from S.E.Asia	19,340	Regular Programme support to reinforce project financed by UNDP
1982	Development of Post-graduate Programme at the Regional School of Librarians, Archivists and Documentalists (EBAD), University of Dakar. Contribution in form of study tours and similar activities for staff development of permanent teachers at EBAD.	University of Dakar, EBAD	Dakar, Senegal	teachers EBAD	12,000	Contribution to continued development of institution begun some years ago, with substantial assistance from UNDP and Unesco.
1981 1982	Development of Regional Vocation of the School of Archival Studies, National Archives of India. Contribution in form of study tours for staff development in records management or reprographic techniques. Also provision of equipment and books to upgrade teaching facilities. School of Archival Studies being progressively integrated with School of Librarianship, University of Delhi.	National Archives of India	New Delhi, India	teachers of School of Archival Studies, India	24,000	Substantial numbers of students from other Asian and from African countries have been attending courses offered by this national institution.
1982	Reinforcement of Regional Training Centre for Archivists, University of Ghana. Consultant to teach special subject areas and to conduct an evaluation of the effectiveness of the teaching offered at the recently terminated UNDP project attached to the Department of Library and Archival Studies, University of Ghana.		Legon, Ghana	archivists from Africa	8,000	

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Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1982	Development of Archival Training Programme, within the Department of Library Studies, Mona Campus, University of the West Indies. In the framework of regional project for coordinated development of national information systems in the Caribbean, a consultant will complete the design of an archival training programme.	In collaboration with CARBICA and the Univ. of the West Indies	Kingston, Jamaica	Archivists from the Caribbean	8,000	Follow-up of mission financed in 1980.
1982	Development of Post-graduate Programme at the School of Information Science, Rabat, Morocco. Provision of teacher of information science to assist in the introduction of revised programme at post-graduate level.		Rabat, Morocco	Information specialists from Morocco	9.417	Regular Programme support to supplement assistance given under UNDP.
1981	Consultant mission to Benin to advise the Ministry of Higher Education and Scientific Research on planning training programme for documentalists, librarians and archivists.		Cotonou, Benin	Information specialists from Benin	7,000	Programme has been initiated with assistance from Canada
June 1981	Consultant mission to Mozambique to teach at Regional Training Seminar organized by the Union of African Railways.		Maputo, Mozambique	African documentalists	2,120	
July 1982	Financial assistance to Summer Course on Basic Library Science in Belize in form of a lecturer from Department of Library Studies, University of the West Indies.	Belize Library Association	Belize	Librarians from Belize	2,100	
1982	Consultant mission to Angola to plan development of University Library of Angola and solutions to its staffing problems.		Luanda, Angola	Information specialists from Angola	3,000	In collaboration with Development of Information Infrastructures Section of PGI

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
May 1982	Consultant mission to Skopje, Yugoslavia, to advise the Macedonian authorities on the setting up of training facilities for scientific information personnel.		Skopje Yugoslavia	Information specialists, Yugoslavia	4,455	
June 1982	Consultant mission to Mexico to visit the Centro de Información Científica y Humanistica of the Universidad Nacional Autónoma de México and examine the present needs for and the possibilities of establishing there a national or regional programme for the training of information specialists.		Mexico	Information specialists, Mexico and/or Latin America	5,806	
June 1982	Consultant mission to Venezuela to work with the Instituto Autónoma Biblioteca Nacional y Servicios de Bibliotecas, executing agency for a prospective Regional UNDP Project, and advise on curriculum planning and design for postgraduate training in library and information sciences.		Caracas, Venezuela	Information specialists, Latin America	7,636	
Oct. 1982	Consultant mission to Colombia to advise on the design of a flexible programme to be used in Columbian library schools for the training of public library personnel.		Bogota, Colombia	Library school teachers		Contract under preparation
1982	Consultant mission to Chile to study possibilities of initiating postgraduate programme in information science.		Santiago, Chile	Information scientists, Chile		Consultant under recruiment
1982	Consultant mission to Tunisia to teach restoration and preservation techniques for archival materials		Tunis, Tunisia	Archivists, Tunisia		Consultant under recruitment

III. Preparation of Teaching Materials for Information Specialists

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1981 1982	General introduction to the techniques of information and documentation work (Guinchat/ Menou) published in French and English. Spanish version in preparation.			Information workers lacking formal training Professional schools	29,250	
1981 1982	Manuel de bibliographie africaine et malgache (R. Fontvieille). To be published before end of 1982.			Professional schools and practicing information workers	26,700	
1981 1982	RAMP Guidelines for a model curriculum in records management and the administration of modern archives (M. Cook). To be published in English, French and Spanish in 1982.	ICA		Those responsible for organizing archival training programmes	4,000	
1981 1982	RAMP Study on the contents of a reader for use in teaching modern archives administration and records management. To be completed in 1982.	ICA		Future archivists	3,000	
1981 1982	Directory of audio-visual materials for use in records management and archives administration training (B. White). Published and distributed.	ICA		Those responsible for archival training programmes	2,000	

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1982	Guide to building up a basic collection for schools of library and information science in developing countries.			Teachers and administrators of professional training programmes	5,000	Contract signed in 1982
1982	Guidelines for the production and presentation of audio-visual aids for library and information science teaching. As a follow-up to the Regional Seminar on Audio-visual and Computer Assisted International Aids in Library and Information Science Courses (Manila, 1981)			Teachers and administrators of professional training programmes	3,500	Contract signed in 1982
1982	Teaching Package based on PGI/UNISIST Guidelines and Manuals for use in library and information science training programmes in Member States.			Teachers of regular and refresher training programmes		Contract signed in 1982

IV. Promotion of International and Regional Training for Information Personnel

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1980/81 1981/82 Oct./ July	Two nine-month Postgraduate Courses for the Training of Scientific Information and Documentation Specialists organized in collaboration with MIDIST and French National Commission and designed to train higly qualified specialists in the field of information and documentation.	French National Commission	Grenoble, Lyon, France	Information specialists from developing countries; teachers	27,000	7th and 8th courses in this series
5-29 July 1981	UNISIST-FID-IFLA International Summer School for Teachers and Workers in the Information Field - "Advanced Information Work" - to introduce experienced information specialists from developing countries to new developments and advanced modern practice in information and library sciences.	Postgraduate School of Librarianship & Information Science, University of Sheffield	Sheffield & London, U.K.	Information specialists from developing countries; teachers	57,500	Intended primarily for teachers and potential teachers. Particular emphasis given to educational implications.
9 May-3 June 1983	UNISIST-FID-IFLA International School for Teachers and Workers in the Information Field - to introduce experienced information specialists from developing countries to new developments and advanced modern practices in information and library sciences.	Austrian Society for Information	Graz and Vienna, Austria	Information specialists from developing countries; teachers	10,000	Preparation of course to be held in 1983. Intended primarily for teachers and potential teachers.
9-20 March 1981	Latin American Seminar on Computerized Information Retrieval organized in collaboration with CONACYT, the Instituto de Investigaciones Bibliograficas and the Colegio de México; to train information specialists from the region in the use of computerized information retrieval systems.	CONACYT	Mexico City	Information specialists from Latin America	23,850	Unesco contribution used for travel expenses of participants and provision of consultant.

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
9-23 July 1982	Regional Seminar on Thesaurus Construction organized by the Centro Argentino de Información Científica y Tecnológica (CAICYT) as follow-up of Regional Seminar on Indexing 1978. A teaching package on indexing languages developed following the 1978 Seminar served as basis for teaching.	CAICYT	Buenos Aires, Argentina	Teachers of librarianship specialized in thesaurus construction	20,000	Unesco contribution used for travel expenses of participants.
Aug. 1982	Regional Workshop on Training Paraprofessional Staff for Service in School and Public Libraries. A methodology and curriculum for use in the region is expected to emerge based on study at the workshop of serious work already done in this field in Costa Rica, Colombia and Venezuela. Unesco funds to be used for travel and subsistence of participants.	CERLAL	San José, Costa Rica	Those responsible for paraprofessional training	17.000	
15-28 Feb. 1981	Training course in Restoration and Reprography for Archivists of the Caribbean region organized by the Caribbean Archives Association (CARBICA)	ICA	Willemstad, Curaçao, Netherlands Antilles	Archivists from the Caribbean region	20,700	Unesco contribution used for travel expenses and provision of course director.
1982	Seminar on organization of referral centres for Information Specialists in the Caribbean region. (Support of project for coordinated development of National Information Systems in the Caribbean Region)	Caribbean Development Bank	Barbados	Librarians and other information specialists from the Caribbean region	34,130	In collaboration with Information Infrastructures Section.

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
12-30 Oct. 1981	Training Course on Automated Scientific and Technical Information organized in collaboration with MIDIST (France) and the Junta Nacional de Investigaçaõ Cientifica e Tecnologica (JNICT) (Portugal), to familiarize information specialists from Portugal and Brazil with methods and techniques of automated information.	JNICT	Vimeiro, Portugal	Information specialists from Portugal and Brazil	10.000	
22 Feb. 12 Mar. 1982	International Training Course on on-line access to information organized in collaboration with the Fundación de la Red de Información Automatizada (FUINCA) (Spain), MIDIST (France), and the French and Spanish National Commissions to provide information specialists from Latin America, Spain and Northern Africa with theoretical and practical knowledge of on-line information systems and services.	FUINCA	Madrid, Spain	Information specialists from Latin America, Spain and North Africa	30,000	
7-15 June 1982	Third International Seminar on the Application of Standards in Information, organized in collaboration with the National Technical Information Centre and Library (OMIKK)(Hungary) and the Hungarian National Commission to introduce librarians, documentalists and archivists from developing countries to the problems of planning, preparation and application of standards in library and documentation work.	OMIKK	Budapest, Hungary	Librarians and other information specialists from developing countries	30,000	in collaboration with Methods, Nor and Standards Section of PGI.
29 Dec. 1980 to 11 Jan. 1981	Regional Course on Management Principles and Techniques for Information Centre Managers, organized in collaboration with the National Information System for Science and Technology, Dept. of Science and Technology, India, and the Unesco Regional Office of Science and Technology for South and Central Asia, to analyse problems faced by managers of information centres in the developing countries of South and Central Asia.	Dept. of Science and Technology	New Delhi, India	Managers of information services of South and Central Asia	18,800	Unesco contributi used for travel expenses of parti pants, organizati costs and a consu tant.

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Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
19-24 May 1981	Regional Workshop on the Use of Computers in Cataloguing organized by the Universiti Sains Malaysia to brief participants from South-East Asia on the use of computers for cataloguing.	Universiti Sains, Malaysia	Penang, Malaysia	Librarians from South East-Asia	21,370	Unesco contribution used for travel expenses of participants and for a consultant.
Oct. 1982	Training Course on Information Retrieval and Systems Design organized by the Institute of Scientific and Technical Information of China (ISTIC), in collaboration with ESA, to introduce Chinese information specialists to computerized information retrieval and systems design.	ISTIC, ESA	Beijing, People's Republic of China	Chinese information specialists	25,000	Unesco's contribution to be used for lecturers and equipment.
12-24 Oct. 1981	Regional Training Course on Archives Administration to provide those responsible for archival collections in the Pacific area with a basic introduction to modern archives administration and basic records management.	ICA	Suva, Fiji	Archivists from the Pacific area	20,000	Unesco contribution used to defray travel expenses.
16-20 Nov. 1981	Regional Seminar on Audio-visual and Computer-assisted Instructional Aids in Library and Information Science Courses organized in collaboration with the University of the Philippines, Institute of Library Science, to discuss experiences and exchange ideas on audio-visual and computer-assisted teaching aids and examine possibilities of developing and utilizing this material.	University of the Philippines	Manila, Philippines	Teachers of library/info. science from Asia	20,775	Unesco contribution used for travel expenses of participants and for provision of Seminar director.

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Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
Oct. 1982	Training Course for Documentation Officers of National Commissions in Asia and the Pacific to be organized by the Regional Office for Education in Asia and the Pacific (ROEAP) and the Thai National Commission to familiarize the participants with Unesco documents and teach them to organize the collection of those documents.	ROEAP	Bangkok, Thailand	Documentation officers of Asian National Commissions	5,000	Activity not started yet at time of preparation of this document
23-27 Nov. 1981	Training Course for Documentation Officers of National Commissions of French-speaking Africa organized by the Regional Office for Education in Africa (BREDA) and the Senegalese National Commission. (Same purpose as above)	BREDA	Dakar, Senegal	Documentation officers from National Commissions	2,615	PGI contribution used for provision of consultant to direct course. Unesco funds from other sources used for travel expenses of participants.
14-18 Dec. 1981	Regional Seminar on Bibliographic Control in Africa organized by the National Library of the Gambia to discuss the creation of national/ regional ISDS Centres and national bibliographic agencies as well as the application of ISBDs.	The National Library of the Gambia	Banjul, The Gambia	Experts working on preparation of national bibliographic agencies in Africa	30,000	In collaboration with Methods, Norms and Standards Section of PGI. Unesco contribution used principally for travel costs of participants and teachers
20-24 Sept. 1982	Sub-regional Seminar on the Preparation of Archival Legislation.	ICA	Bangui, Central African Rep.	Archivists from Central African countries	25,000	
13-18 Sept. 1982	Workshop on archival problems in developing countries with particular emphasis on problems of recruitment and training.	ICA	Salisbury, Zimbabwe	African archivists	10,000	

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
26 Oct. 6 Nov. 1981	Training Course on Access to and Dissemination of Numerical Data in Science and Technology, organized by the University of the Philippines, Institute of Library Science to familiarize participants of the Postgraduate course for science information specialists with the problems of access and dissemination of scientific data.	University of the Philippines	Manila, Philippines	South-East Asian information specialists	8,700	In the framework of nine-month post-graduate course (UNDP) Regular Programme contribution used to provide teachers
Nov. 1982	Training Course on Access to and Dissemination of Numerical Data in Science and Technology - as preceding course.	University of the Philippines	Manila, Philippines	S.E. Asian information specialists	3,000	In the framework of post-graduate course
24 May 3 June 1982	Training Course on Scientific Numerical Data organized in collaboration with CODATA. Objective as preceding course.	CODATA	Lyon, France	Information specialists from developing countries	6,600	In the framework of French post-graduate course.
7-12 Dec. 1981	Training Course on Data Management in Geoscience organized in collaboration with CODATA at the University of Ouro Prêto , Brazil.	CODATA	Ouro Prêto, Brazil	Geoscientists and information scientists from Latin America	3,000	In collaboration with the Science Sector.
1982	Regional Training Course on Handling of Geological and Geochemical Data.	CODATA	Arusha, Tanzania	African geologists and information specialists	5,000	In collaboration with the Science Sector.
1983	Contribution to International Training Seminar on Data Dissemination to be organized in 1983.	CODATA	Stockholm, Sweden	Librarians and other information specialists	7,000	In collaboration with Information Infrastructure Section of PGI. To take place in 1983.

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
10-16 Aug. 1981	Pre-Conference Seminar on Library Services for Children and Young Adults in developing countries organized by IFLA with a view to increasing the awareness in the developing countries of the important impact of libraries on the development of children and young people.	IFLA	Leipzig, German Democratic Republic	Librarians from developing countries, principally of Africa	20,000	
24 Aug. 15 Sept. 1981	Travelling seminar to study the value of centralized library operations for participants from developing countries.	IFLA	Netherlands, Norway, Sweden, Denmark, Fed. Rep. of Germany	Librarians from developing countries	15,000	Gave particular attention to centralized purchase and processing of library materials.
29 June 3 July 1981	Contribution to the Seminar on European Automated Bibliographical Data Bases organized on behalf of the European Programme for Cooperation in Social Science Information and Documentation.	CIIDSS	Paris, France	Social scientists and information officers from Europe	25,000	
6 Sept. 1 Oct. 1982	Contribution to Training Course on Computers and Computer Services in Library and Information Centres organized by the International Computer Education and Information Centre (SZAMOK)	SZAMOK	Budapest, Hungary	Information specialists from developing countries	18,200	
6-9 Sept. 1982	Contribution to Pre-Conference Seminar on Education and Training organized by FID/ET	FID	Hong Kong	Participants from developing countries	10,000	
19-21 April 1982	Contribution to Workshop on the Generation and Management of small-scale data bases organized by the Library Association of Australia (LAA)	LAA	Canberra, Australia	Participants from South-East Asian countries	10,000	

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
26 July 7 Aug. 1982	Contribution in form of consultant mission to Workshop on Health Science Library Cooperation organized by the Deutsche Stiftung für Internationale Entwicklung and WHO Regional Office for Africa.	WHO	Arusha, Tanzania	Health information officers from Africa	6,500	Activity organized by WHO
1982	Contribution to the organization of training programmes established within the Pilot Project on School Libraries in Oceania.	University of South Pacific	Fiji	Library assistants	20,000	In collaboration with Information Infrastructures Section of PGI
Oct.- Dec. 1981	2 fellowships to attend three-month library internship programme organized at Ohio University Libraries for South-East Asian teachers of librarianship (trainees from Indonesia and Thailand)	Vernon R. Alden Library, Ohio University	Athens, Ohio, USA	Teachers of librarianship from S.E. Asia	10,000	Individually designed programmes making use of nearby institutions such as OCLC.
Sept.- Nov. 1982	2 fellowships (Philippines and Malaysia) as above	as above	as above	as above	10,000	
1981	12-month fellowship for archives studies at Regional Centre for Archivists, Ghana (trainee from Swaziland)	-	Accra, Ghana	Archivist	8,000	
1982/ 1983	Fellowship for staff member of the Chinese Institute for Scientific and Technical Information (ISTIC) to follow MLS Programme at Simmons College, Boston, USA.	Graduate School of Info. Science, Simmons College, Boston	Boston, USA	Information specialist, People's Republic of China	8,500	Supplement to funds provided by Ministry of Education of China

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
1982/ 1983	12-month fellowship for course offering a MA in Archives, Library and Information Studies (with Education) to prepare teaching staff for library schools in developing countries.	University of Technology Loughborough	Loughborough U.K.	Teachers from developing countries	14,000	
1982	Fellowships for training in Document Restoration and Reproduction at the regional training centres in Khartoum (Sudan) and Cordoba (Argentina)	-	Sudan and Argentina	Archivists or Librarians from developing countries	12,000	
1981/ 1982	Contribution to CDS/ISIS training activities, partly for training provided at Headquarters, partly for regional training courses.	-	-	Information specialists from developing countries	60,000	In collaboration with LAD Div.

V. Promotion of Information Users'Education

Date	Activity	Contractor	Location	Target group	Cost 81/82 US$	Observations
2-12 Nov. 1982	Regional Seminar on Information User Orientation Needs, Methods and Trends organized by the University of the Philippines, Institute of Library Science (UP/ILS) to deal with user orientation to conventional and computer-based systems.	UP/ILS	Manila, Philippines	Information specialists from Asia	30,500	
15-18 June 1981	Contribution to 6th Inter-American Meeting of Agricultural Librarians and Documentalists (RIBDA) organized by the Asociación Interamericana de Bibliotecarios y Documentalistos Agrícolos (AIBDA)	AIBDA	Santo Domingo, Dominican Republic	Agricultural librarians from Latin America	10,000	
1981	Contribution to WHO activity to develop material to serve in organizing user training activities for the Programme in Exchange and Transfer of Information (POETRI) of the WHO International Reference Centre on Community Water Supply and Sanitation which endeavours to supply developing countries with information needs in water supply and sanitation fields.	WHO International Reference Centre for Community Water Supply	-	-	10,000	Training materials produced will be furnished in quantity and can serve as guide to Member States for producing similar user training materials in other subject areas.
1982	Reprint of 1977 publication "Education and Training of Users of Scientific and Technical Information: UNISIST Guide for Teachers". (English text)				4,000	

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